

ILLINOIS COMMUNITY COLLEGE BOARD
FY17 ADULT EDUCATION AND LITERACY
GENERAL GRANT DEFINITIONS

INSTRUCTIONAL CATEGORY DEFINITIONS

Adult Basic Education (ABE) curriculum consists of approved courses designed to bring a student from grade zero through the eighth-grade competency level, as determined by standardized testing. Beginning level courses cover grade zero through the third-grade competency level. Intermediate level courses include grade four through the eighth-grade competency level. Each level of courses covers each content area. The curriculum is designed to accommodate the concept of individualized instruction and includes courses in general basic skills; reading literacy and communication skills; computational skills; workforce/employability skills; life skills; career exploration/awareness skills; workplace literacy; family literacy/parenting; Bridge instruction and U.S. Citizenship Education.

Adult Secondary Education (ASE) curriculum consists of approved courses designed to bring a student from grade nine through the twelfth-grade competency level, as determined by standardized testing. The curriculum is designed to prepare a student to achieve an HSE (High School Equivalency) credential. The curriculum is also designed to accommodate the concept of individualized instruction and includes courses in basic skills; general academic and intellectual skills; reading literacy and communication skills; computational skills; workforce/employability skills; life skills and career exploration/awareness skills; workplace literacy; family literacy/parenting; Bridge instruction and U.S. Citizenship Education.

- **Foreign language HSE (Spanish) credential** includes instruction designed for an adult who is literate in a foreign language and who has sufficient education in that language to achieve a foreign language HSE credential. Native Language or Native Language literacy is not fundable. Other than foreign language HSE, all other classes must be taught in English. All foreign language HSE classes must be associated with courses at the ASE level.

English Literacy/English as a Second Language (ESL) curriculum consists of approved courses designed to include **instruction in English** for those whose native language is not English. Beginning, intermediate, and advanced courses include a curriculum in listening, speaking, reading, and writing using the English language. Other courses using the English language may include instruction in life skills, citizenship education, career exploration, employability skills, workplace literacy, family literacy, Bridge instruction and EL/Civics. Student levels are based on proficiency as measured by ICCB-approved standardized tests. The curriculum is designed to accommodate the concept of individualized instruction.

High School Credit (HSCR) consists of approved courses offered in collaboration with locally approved school districts. Upon satisfactory completion, the student must meet the requirements of the locally approved school district for graduation. **ICCB AEL funds can only be used for approved core academic courses and electives that will prepare students for college and career readiness.**

Vocational Skills Training (VOC) consists of ICCB AEL-approved courses that include short-term, secondary-level vocational specific training that provides entry-level workforce skills which may lead to employment. AEL funds can provide no more than 12 units of instruction (180 hours) over the lifetime of a student's enrollment in an ICCB AEL-approved program.

STUDENT SUPPORT SERVICES DEFINITIONS

Assessment and Testing: Activities to measure individual student achievement. The information obtained is generally used to monitor individual and group progress in reaching learning goals and to compare individual and group performance with national norms established by test publishers.

Assistive and Adaptive Equipment: Refers to assistive or adaptive equipment or specially printed instructional materials for Adult Education and Literacy students with special needs.

Career Counseling: Assisting students in the career exploration process, career planning within a career area, and in understanding the world of work. This also includes assisting students to develop a Career Plan of action to guide them through the process.

Child Care Services: The care of children during a time for which a student is engaged in eligible Adult Education and Literacy instructional activities. The student must be the primary care giver of the child.

Guidance Services: Counseling activities with students:

- Regarding learning styles/problems
- Evaluating the abilities of students
- Assisting students to make their own educational and career plans and choices
- Assisting students in personal and social development
- Assisting other staff members in planning and conducting guidance programs
- Assisting students in transitioning to job training, job placement, or future education

Literacy Services: Literacy activities in conjunction with AEL instructional programming includes:

- Volunteer Literacy may include coordination, tutor training, tutor scheduling, and other support activities that promote student learning gains, in conjunction with Adult Education and Literacy instructional programming. Services must be provided by trained volunteers to students of the target populations who are receiving direct instruction provided by the program.
- Family Literacy may include coordination and activities in parenting education and parent-child activities (PACT). Child education must be funded by an appropriate child education partner.
- Workplace Literacy may include coordination of workplace education projects that are designed to meet the unique needs of participating workers and employers.

Social Work Services: Activities for the following:

- Improvement of students' attendance
- Identification of patterns of non-attendance
- Interventions to assist students dealing with problems involving home, school, and/or community
- Provision of referral assistance
- Retention strategies

Student Transportation Services: Services which convey students and their children to and from schools as provided by Article 29 of the Illinois School Code - Includes trips between home and school and trips to school activities.

Transition Services: Provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include academic advising, tutoring, study skills, career counseling, coaching, mentoring, and referrals to individual support services such as transportation and child care.

DAISI ACCESS ROLES – DEFINITIONS

Administrator Level Access: Level that allows complete access to all of the functionality of the system.

Data Entry Level Access: Level that allows access to all data entry areas except to the area that allows other program accounts (excluding instructor) to be assigned.

Program Level Read Only: Level that allows view-only access to all areas of the system. Users with this access level can see records and run reports, but are unable to alter any record.

Instructor - Enter attendance: Level allows view access to class information as well as the ability to enter student attendance for the instructor. The instructor with this access level can only alter attendance for the classes he or she teaches and can only view the records for students who enroll in their classes. With this access level, instructor can generate selected reports for their students and classes.

Instructor View only: Level allows view only access to class and student information for the instructor. The instructor is unable to alter any records in the system. With this access level, instructor can generate selected reports for their students and classes.

GENERAL DEFINITIONS

Area Planning Councils (APC): Area Planning Councils are established in state statute. The Area Planning Council's boundaries are contiguous with the boundaries of each community college district. According to state statute each APC shall develop a plan to provide for the coordination and non-duplication of adult education services in the area. All ICCB AEL funded providers must participate in the Area Planning Council.

Attendance hours are those hours when a student is in class. An attendance hour must be a minimum of 50 minutes of direct instruction.

Bridge programs assist students in obtaining the necessary academic, employability, and technical skills through three required components—contextualized instruction, career development, and support services. Required elements include:

- *Contextualized instruction* that integrates basic reading, math, and language skills and industry/occupation knowledge.
- *Career development* that includes career exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge program and on whether participants are already incumbent workers in the specific field).
- *Transition services* that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available) academic advising, tutoring, study skills, coaching, and referrals to individual support services, e.g., transportation and child care.

Note: Career development and transition services should take into account the needs of those low-income adults who will need to find related work as they progress in their education and career paths.

Career Clusters are groups of occupations and industries that have in common a set of foundational knowledge and skills. There are 16 nationally recognized clusters within which are multiple career pathways.

Enrollment hours are all scheduled hours during a class period, including holidays, professional development days contained in the professional development plan and emergency days.

Explicit Instruction: Explicit and direct instruction refers to the explicit teaching of a skill set using demonstration, modeling, guided practice, and application, rather than exploratory models such as inquiry-based learning. Explicit instruction is deliberately planned and monitored to meet a student's need.

Fixed entry is defined as a class that has a fixed starting and ending date, which meets on specific days and times. The class has an assigned instructor who provides direct instruction that is guided by an appropriate curriculum. Students may only enter within the first three days of class.

ICAPS: Integrated Career and Academic Pathway System (ICAPS) - Illinois' current model of Integrated Education and Training, developed from the Accelerating Opportunity Initiative and modeled after Washington State's I-BEST model.

Managed Enrollment is a system developed by local programs that is characterized by entry points that are set at logical break points in the curriculum, or at the beginning of short classes or modules (typically 3-6, or up to 8 weeks long). Class terms are determined by examining curriculum and using program data to identify how many weeks students attend a class and to help avoid high rates of attrition.

Open entry/exit is defined as a class that meets on specific days and times but allows a student to enter at any time and does not have a specified class duration period. The class has an assigned instructor who provides direct instruction that is guided by an appropriate curriculum. The student may enter and exit the program at any time (or enter based on preset entry periods as established by the program).

STAR – Student Achievement in Reading is a professional development tool that teaches Adult Basic Education (ABE) instructors to use evidence-based reading instruction in the classroom.

Student Headcount: Student Headcount refers to the number of students served. Most often, when referring to specific reports or cost allocation, the Student Headcount refers to the number of claimable students. For cost allocation purposes, student headcount is used to split cost appropriately among various funding sources based on the count of student served.

Units of Instruction Generated (for cost allocation purposes): Units of Instruction Generated refers to the number of units generated by students served in the program. Every fifteen (15) enrollment hours equals one (1) unit. Most often, when referring to cost allocation, the Units of Instruction Generated refers to the number of claimable units earned by students (i.e. at a specific location, with a specific instructor, etc). For cost allocation purposes, Units of Instruction Generated can be used to split cost appropriately among various funding sources based on unit generation.

ROLE DEFINITIONS

Administrator: An administrator is concerned with the overall administrative responsibility for the ICCB AEL grant. The primary responsibility for staff in this category **would not** be the provision of direct services to students. This would include services provided by positions such as a program director or coordinator.

Support Staff: Support staff members provide general support for students and for the program. This would include services provided by positions such as counselors, assessment staff, childcare staff, data entry staff, clerical staff, literacy coordinator, classroom aides etc.

Teachers: Teachers are paid staff responsible for the delivery of direct instruction to students in the class room.